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The author of one of the most recent textbooks[1] in junior-college mathematics has the following to say in favor of a unified course.

> Under the traditional plan of studying trigonometry, college algebra, analytic geometry, and calculus separately, a student can form no conception of the character and possibilities of modern mathematics, nor of the relation of its several branches as parts of a unified whole, until he has taken several successive courses. Nor can he early enough get the elementary working knowledge of mathematical analysis, including integral calculus, which is rapidly becoming indispensable for students of the natural and social sciences. Moreover, he must deal with complicated technique in each introductory course and must study topics apart from their uses in other subjects, thus missing their full significance and gaining little facility in drawing upon one subject for help in another. The unified course enables even those students who can take only one semester's work to get some idea of the differential and integral calculus, trigonometry, and logarithms.

E. R. BRESLICH

Reorganization of mathematics for the junior high school.—The junior high school recognizes as one of its problems the reorganization of the courses of the intermediate grades better to meet the needs of the adolescent period of child development. A suitable selection and organization of material for the mathematics courses of these grades are problems with which supervisory officers and specialists in the field of mathematics have long been concerned. The numerous texts which are appearing in this field are evidence of the widespread interest in improving the situation with respect to this subject. Book I of a recent series[2] of junior high school texts in mathematics presents the author's idea of the type of readjustment that needs to be made in the course for the seventh grade.

Although it is now generally recognized that the material for courses in the seventh grade should be new, as well as adapted to the type of thinking done by children at this stage of maturity, the author devotes the first forty-seven pages of the text to review of material previously studied. What the course really needs at this point is an attack upon new problem material, letting the need for review and drill-work grow out of the attempts to master the new problem situations that are presented. Such review material as needs to be provided in the text, then, may better be presented in a final chapter, or distributed at intervals throughout the book.

The most important part of the arithmetic work in the grades is the application of percentage. If this topic is taught as applied to business relations, then it should be taught as late as possible in the grades. Mr. Hart has postponed most of the business side of the study of percentage to a later course, it being clear that the difficulty lies more with the mastery of the information concerning the situations in which the problems must appear than with the mathematics of solution. The aim in this text is to give only the simpler applications of business practice.

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[1] F. L. GRIFFIN, *Introduction to Mathematical Analysis.* Boston: Houghton Mifflin Co., 1921. Pp. viii+512.

[2] WALTER W. HART, *Junior High School Mathematics. Book I.* Boston: D. C. Heath & Co., 1921. Pp. ix+226.

The author has broken entirely away from the traditional arithmetic course and has used about one-half of his book for intuitional geometry. This takes the place of the many abstract business applications and the more difficult mensuration. The tendency is manifestly in the right direction, though the criticism may be made of this text that it partakes a little too much of the nature of formal high-school geometry. In general, it may be said of the book that motivation in the subject-matter is very often lacking. Scale drawings are made use of to some extent, but these should be used in most geometrical situations as a method of solution. The definitions and rules are so worded that the pupils have a chance to complete the generalizations. The formula has been introduced and used in situations where it will help form a mode of thinking. There is evident also an attempt to get material that is interesting to children of this age, and at the same time to prepare the way for the additional courses in mathematics which some may take. The new geometric material is very much better organized than the old mensurational work, leaving the pupil with a richer content from the course and with generalizations that are worth while. The intuitional geometry gives training in observation, in the use of mechanical tools, and in modes of thinking.

BUTLER LAUGHLIN

CHICAGO NORMAL COLLEGE

Modern plays for high-school study.—The recent tendency to introduce high-school pupils to the classics through an acquaintance with types of modern literature which they find it easier to read and enjoy is creating a demand for collections of material suitable for use in classes which are conducted from this point of view. The selection by a teacher of English in a New York high school is offered in the form of a text[1] containing sufficient material for a unit course in the drama for high-school pupils. Besides being suitable for classroom study, the plays presented may be acted by the pupils as well as read.

The type of material which this author has found useful in her classes is such as brings the pupil in contact with ideas and language more nearly contemporary with his own than are characteristic of the earlier literary masterpieces. In utilizing the selections presented, the author feels that nothing is sacrificed of the understanding and appreciation of the classics which are conceded to be vital aims in high-school English instruction. The point of view from which this method of introducing the secondary-school student to the study of the drama is adapted is best expressed in the author's statement of her own observations.

[1] HELEN LOUISE COHEN, *One-Act Plays by Modern Authors.* New York: Harcourt, Brace & Co., 1921. Pp. lxi+342.